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ABSTRACT

A study was undertaken to develop a profile of department and division chairs appointed during the 1995-96 academic year in Texas institutions of higher education. Survey results were used to determine chairs' perceptions of the transition process into their new roles and to find methods to facilitate that transition. Questionnaires were distributed to 193 newly appointed chairs, requesting information on their characteristics and experiences in making the transitions. Study findings for the community college chairs, based on completed surveys received from 59 individuals, included the following: (1) 71.2% of the new community college chairs were white and 10.2% were black, while 44% were between 50 and 59 years of age; (2) 39% of the new chairs responding reported being female, a reflection of the general male/female composition of community college faculties; (3) 20.3% held a doctorate degree, while 84.7% were in tenured positions; (4) in tracking the new chairs, 12% lasted only one year in the job and 29% lasted only 2 years; (5) only 6 new chairs reported that formal training was required to prepare them for the position, while 57.6% indicated that it took them 6 months to feel comfortable in their job; and (6) 62.7% would not recommend that others take a chair position. Data tables and the survey instrument are appended. (Contains 12 references.) (BCY)

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The Process of Role Transitioning of New Community College Department Chairs in Texas

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Paper presented at the Annual National Conference of the Council of Universities and Colleges (CUC), American Association of Community Colleges Conference (AACC), April 25, 1998, Miami, Florida.

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Introduction

The role of academic administrator is vital to institutions of higher education as institutions redirect their efforts, move forward toward new organizational forms, and create climates conducive for establishing cooperation and collaboration among divergent constituencies. Yet, many of those who assume the role of department/division chair enter their positions without being prepared for what is in store--a multiplicity of demands, long hours, and a change in perspective. Many find themselves "learning the ropes" as they go along; thus, making an inherently stressful role even more so (Tucker, 1993).

Purposes

The purposes of this study are:

1. to profile department/division chairpersons appointed in the 1995-96 academic year in institutions of higher education in the State of Texas;
2. to gain an understanding of the role transitioning process into the chair position from a learning perspective based on the perceptions of new department/division chairpersons; and,
3. to suggest methods and processes that might facilitate role transitioning of new, first time department/division chairs in institutions of higher education

Theoretical Framework

The theoretical framework for this study is the process of socialization within organizations. The terms socialization, workplace socialization, role socialization, and role transitioning shall be used synonymously. Socialization is a process, a series of stages, that an individual undergoes in transitioning from one position to another within an organization as well

as when transitioning into an organization from "the outside." Role socialization is a process of learning expected values, attitudes, and behaviors associated with a position within an organization as well as the tasks and interpersonal relationship demands of the position.

Figure 1 illustrates the four stages of socialization within organizations--anticipatory, encounter, adaptation, and departure. This cycle may be repeated many times throughout an individual's career as they switch jobs within organizations, move to other organizations, or leave the work force.

Insert Figure 1 about here

Since the focus of this study is workplace socialization from the perspective of learning in the workplace, only stage 1 through stage 3 are pertinent to this study. Figure 2 illustrates the truncated, generic model being used in this study.

Insert Figure 2 about here

The anticipation stage is antecedent to organizational entry and/or appointment to the position of department/division chair and includes those things the newcomer "brings" to the new position--skills and knowledge gained through formal, informal, and discovery learning efforts and work experience. When the newly appointed department/division chairperson assumes the position, the second stage (encounter) begins. Components (variables) of the encounter stage used in this study include: Reality Shock, Orientation, Learning Facilitators, Workplace Learning, and

Mastery of Demands. The third stage, adaptation, also known by the term "assimilation" as well as "change," relates to the signals from the organization and from the individual that a successful role transition has been made. What organizations do, e.g., formalizing orientation activities or taking the posture of "learn as you go," and what people do, e.g., learning acceptable behaviors by observing role models, to promote role transitioning, become the building blocks of a successful adaptation (organizational and incumbent signals) to a new role. The building blocks of the model of workplace socialization used in this study are presented in Figure 3.

Insert Figure 3 about here

Problem

This research investigates the process of role transitioning from the perspective of learning of first-time, Texas department/division chairs in public two-year and senior institutions. The study explores how the chairs learned their roles--what skills and knowledge they brought to the position (anticipation), how they went about learning their role (encounter), and their assimilation into the role (adaptation).

Research Questions

Listed below are the research questions (RQ) being addressed in this study and the corresponding hypotheses (in italics). Predictor variables are denoted by PV and criterion variables by CV. Coding for the variables (text in brackets) can be found in Appendix A:

RQ1: What is the profile of new department/division chairpersons in two-year and senior

institutions of higher education in Texas with respect to background and role transition variables?

RQ2: How do new department/division chairpersons in two-year colleges compare and contrast to their counterparts in senior institutions of higher education in Texas with respect to selected profile variables (Ho_1 & Ho_2)?

Ho_1: The frequency distribution for (PV) institutional types (Item 12) is the same for all categories of the following variables

A. (CV) highest degree (Item 13) [incar by indeg]

B. (CV) disciplines/programs (Item 14) [incar by indis]

C. (CV) position classification (Item 15) [incar by inpos]

D. (CV) length of appointment (Item 17) [incar by inapp]

E. (CV) training (Item 18) [incar by intrg]

Ho_2: There is no difference between length of time it takes new chairs to feel comfortable in their positions (CV) (Item 19) and

A. (PV) institutional type (Item 12) [incar by chcom]

B. (PV) disciplines/programs (Item 14) [indis by chcom]

C. (PV) position classification (Item 15) [inpos by chcom]

D. (PV) length of appointment (Item 17) [inapp by chcom]

E. (PV) tenure (Item 20) [chten by chcom]

RQ3: How do learning facilitators relate to other encounter variables (Ho_3 & Ho_4)?

Ho_3: What is the relationship between (PV) organizational milieu (Item 6) and

A. (CV) Reality Shock (Item 4)

B. (CV) Workplace Learning (Item 5)

C. (CV) Mastery of Demands (Items 8, 9, and 10)

Ho_4: What is the relationship between (PV) role set (Item 7) and

A. (CV) Reality Shock (Item 4)

B. (CV) Workplace Learning (Item 5)

C. (CV) Mastery of Demands (Items 8, 9, and 10)

RQ4: How do anticipation and encounter variables relate to adaptation (Ho_5)?

Ho_5: What is the relationship between (PV) anticipation and (PV) encounter variables and (CV) adaptation?

RQ5: Does the "Model of Role Transitioning: Adaptation through Learning" adequately reflect the process of role transitioning of department/division chairs appointed in the 1995-96 academic year in institutions of higher education in Texas (Ho_6)?

Ho_6: Other models would more accurately depict the process of role transitioning of new department/division chairs.

Need for the Study

Many new chairs have not been formally prepared to meet the challenges in their new roles. The literature indicates that most chairs learn to function in their new roles "as they go" while "on-the-job." Having been socialized into their professional role of faculty member for many years, new department chairs often find themselves overwhelmed with the new demands of their positions--new tasks, new roles, and new interpersonal relationships--and struggling to balance the demands on their time--classes to teach, research to conduct, administrative matters needing attention, and family commitments to fulfill.

What skills and knowledge newly appointed chairs "bring with them" from their faculty roles, the impact of unexpected elements of the job as well as how the new chair goes about learning the demands of tasks, role, and interpersonal relationships, can hinder or facilitate her or his transitioning into the role of department chair. If indeed most new chairs learn how to function in their new roles through informal--"consulting colleagues," "guidance from experts"--and discovery learning "by doing," "by watching," "by reading"--then it would appear that organizations should attend not only to providing formal training and development opportunities but also facilitate and support informal and discovery learning activities. When tasks, roles, and interpersonal relationships assigned to an administrative position within an organization are improperly discharged, the effectiveness of the organization could be impaired. Developing a deeper understanding about the process of role transitioning of new department chairs could assist in evaluating the efficacy of current methods and practices as they relate to role transition and set the stage for newly appointed academic administrators performing an important job well.

Methodology

This section describes the methodology of the study. Topics included in this section are: (1) The Research Design, (2) Instrumentation, (3) The Pilot Study, (4) The Sample Population and Data Collection, and (5) Analysis of Data to date.

The Research Design

This study used survey research to investigate how new department/division chairs went about learning the tasks, role, and interpersonal demands of their positions. The literature regarding academic administration, organizational socialization, role transitioning, learning in the

workplace, and self-directed learning was used to establish the framework and to identify variables for the study. Quantitative data analysis methods were used to analyze the data.

Instrumentation

The instrument used in this study was a self-administered questionnaire (survey) and can be found in Appendix B. Questions 1 through 11 follow the stages of role transitioning--anticipation, encounter, adaptation. Questions 12 through 24 seek information regarding the respondent's institution, department, and personal data. The final section, "Comments," permitted respondents to expound on previous responses, provide insights regarding their transition process, or make suggestions (Question 25).

The questionnaire was constructed using an established instrument on learning in the workplace as well as items developed by the researcher based on a literature review of academic administration, role socialization, learning in the workplace, and self-directed learning. Questions 7 through 10 in the instrument used in this study are Morton's (1993) Socialization-Related Learning Instrument. The remainder of the items in the instrument were developed based on a literature review.

Since the Socialization-Related Learning Instrument had been constructed using a 5-point Likert continuum, item scales developed for this study by the researchers also provided a 5-point response continuum. Item scales were constructed based on guidelines provided by Alreck and Settle (1995).

Questions 12 through 24 collected demographic data and were closed-ended with discrete categories. The "Comment" section was open-ended, inviting participants to add information

regarding experiences in learning their role and suggestions to facilitate role transitioning as well as other comments they would like to add.

The Sample Population and Data Collection

The population of this study was department/division chairs in all institutions of higher education in the nation who were newly appointed as department/division chairs in the 1995-96 academic year. The study sample was the same group in institutions of higher education in the State of Texas as identified by a survey conducted by the researchers.

Sample Population

The sample population for this study was the 193 Department/Division Chairpersons appointed in the 1995-96 academic year as identified by representatives of institutions of higher education in Texas through a survey conducted by the authors (see Appendix C).

Since no comprehensive listings of department/division heads in institutions of higher education in Texas were available, main campuses of institutions as well as their branches and extensions were identified through various directories, documents from regulatory agencies, and professional organizations. One hundred sixty-three locations were identified using the documents. Letters were sent to executive academic officers, e.g., Vice President of Academic Affairs, Executive Deans, etc., of each institution, branch, and extension center requesting a listing of department chairs at their location who had been appointed in the 1995-96 academic year.

Requests for listings of department/division chairs were in two waves. The first letter was sent in December 1996 and followed by a second mailing in January 1997. Data on 130 locations were received yielding a return rate of 79.8%. Appendix C provides details of the

mailing by wave, type of location, and institutional grouping (two-year community college or four-year senior institution).

A total of 193 new chairs were identified based on the information provided by representatives of the institutions. Of the chairs appointed in the 1995-96 academic year, 99 (51.3%) were in community colleges and 94 in senior institutions (48.7%).

Data Collection

In order to ensure a standardized measurement that yielded comparable information about all respondents, each participant received a packet containing:

1. a cover letter stating the purpose of the study, assuring them that their responses would be confidential, and urging their participation and
2. the instrument (see Appendix B).

Two weeks following the first mailing, a second mailing was conducted and directed toward nonrespondents from the first mailing. The packaging of the second mailing mimicked the first mailing--cover letter and questionnaire (see Appendix B).

RQ1 (see page 7) will be answered using descriptive statistics. Demographic variables in this study (Questions 12 through 24) were categorical and were used to profile the institutions with which the participants were affiliated as well as the respondents. Percentage of respondents in each category was used to describe all variables. For continuous variables (Questions 1 through 11), means, standard deviations, and variances were calculated.

Correlation will be performed on all variable subsets containing multiple items to determine if a principal components analysis should be conducted. If correlations >.30 are found, a principal components analysis (1-structure factor, no rotation) will be conducted. If the

analysis indicates that more than half the items have an eigenvalue of .70 or greater, all items will be included in further analysis; but, if more than half have a value of less than .70, the data will be reduced to a 1-structure factor (weak items below an eigenvalue of .70 will be deleted from further analysis).

Establishing Variable Subsets and Variable Sets

The process of role transitioning consists of three stages--anticipation, encounter, and adaptation. Variable sets were defined as the elements that comprise each stage of the process of role transitioning (see Appendix A, first column, bolded text). Variable subsets (second column) reflect components of the variable sets. Items (third column) refer to questions on the instrument used singularly, e.g., questionnaire item 2a.

For RQ2 through 5, means will be calculated for variable subsets and variable sets and new variables created. The new variables will be used in responding to the research questions.

Univariate, bivariate, and multivariate analyses shall be used in answering the research questions. Univariate analysis, descriptive statistics, shall be used to respond to RQ1; bivariate statistics for RQ2 (cross tabulation and independent t-test) and RQ3 (correlation); and, multivariate statistics for RQ4 (multiple regression) and RQ5 (2-staged least squares). Findings of the analyses to date are reported next.

Analysis of Data

RQ1: What is the profile of new department/division chairpersons in two-year institutions in Texas with respect to background and role transition variables?

Data reported in Table 1, shows that new community college (CC) chairs in Texas were predominately white, 71.2%; with the next largest group being black, 10.2%. With respect to age, the largest group fell in the 50-59 age range, 44%; with the next largest age group falling in

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Insert Table 1 about here

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the 40-49 years of age range, 40.7%. Thirty-nine percent (39%) of the new chairs responding reported being female, showing that the new chairs reflect the general male/female composition of community college faculties. The greatest number of new chairs reported holding the masters degree, 59.4%, followed by 20.3% reported having a doctorate. Few new chairs reported being non-tenured, only 15.3%, with most being tenured, 84.7%.

No real surprising findings here, except that one might have expected a larger percentage of Hispanics among the new chairs given the increasing percentage of Hispanic faculty and students found in Texas community colleges. One area for additional training of new chairs could occur in Texas doctoral programs, since only 20.3% of the new community college chairs held the doctoral degree in this study.

One other interesting finding with respect to these new CC chairs was that only 59% lasted more than two years after their 1995-96 appointment. We found that 12% (7 chairs) of the 59 chairs lasted only one year and 29% (17 chairs) lasted only two years. This finding alone suggests that there may be a need for more effective education and training of chairs, particularly if colleges are concerned about consistent leadership at this most important level of administration.

Table 2 shows the responses we received from the new CC chairs with respect to four more additional background variables. With respect to whether or not formal, on-going training was required, encouraged, or offered on a purely voluntary basis, we found that in only 6 cases (10.2%) did the chairs report that formal training was an on-going requirement in their colleges. Fifty-two (52) percent or 31 of the chairs indicated that formal, on-going training was encouraged and 37.3% or 22 chairs noted that training was only on a voluntary basis.

Insert Table 2 about here

With respect to length of appointment, we were surprised to find that 46 of the 59 (78%) new chairs reported that their appointments were "on-going with no term limit." We had expected to find more definite term limits that would provide deans with greater periodic opportunities to evaluate a chair's work after three to six years. Contrary to current literature, the department chairs do not appear to be in short-term appointments.

For the most part new CC chairs in Texas are classified as "faculty with part-time administrative duties." Fifty-four percent (32 of the 59 new chairs) described themselves as part-time administrators. One question could be raised here, "Would it be better to have CC chairs as administrators with part-time faculty duties?" Could this lead to more effective leadership in community college departments/divisions if chairs saw themselves more as administrators with important leadership responsibilities, than as being primarily faculty members?

Finally, it can be seen from the data reported in Table 2 that our 59 new CC chairs were fairly evenly divided by disciplines as being either "academic (33.9%)", "vocational/technical

(44.1%)", or "academic/technical (22%)" chairs.

The most significant finding with respect to the responses reported in Table 2 is that "formal" training of CC chairs was only required for 6 of the 59 new chairs (10.2%). Given the importance of this role in two-year colleges and the lack of knowledge that most new chairs have about administration, we believe that policies need to be established that would require initial, as well as, ongoing formal training and development of new CC chairs.

The need for more formal training, something that many CC deans and presidents have, was evident in many of the comments we received from chairs after they had completed their questionnaires. Here are a few of the comments we received:

(1) Formal training should be provided by the institution. There are administrative requirements, policies, rules, business procedures, etc., including budgeting, issues that are generic to the institution. Receiving training in these areas and receiving an operations manual will assist tremendously in getting acclimated to the position.

(2) Basically, I was thrown into the job with practically no training. If it had not been for relationships formed while I was a faculty member, I would have been totally lost. Thank goodness I don't mind asking hundreds of questions. I got most of my answers from administrative assistants. I would never want to go through what I went through. I think other department heads look at it as a form of hazing--I did it, so you have to do it too.

These two comments were typical of the comments we received from chairs who had had no prior administrative experience. There appears to be a genuine interest in the process of role transition among new CC chairs, 54.2% of the 59 chairs provided comments regarding their

experiences and 88.1% requested a copy of the survey results.

Perhaps one of the most revealing questions we asked was number 19 on our questionnaire, "How long did it take you to feel comfortable in your position as a chair?" The majority of the new chairs, 34 or 57.6%, reported that it took them six months to feel comfortable in their new positions. This is good news, however, we feel that this comfort level could be achieved in a shorter period of time if formal training were required of chairs for a year prior to their new appointments. The fact that 10 of the 59 new chairs reported not feeling comfortable in their new role until two years or more after their appointment is a troubling statistic. It caused us to explore further the questions of "How do new CC chairs learn their roles?" and "Can we develop a model that shows how chairs learn their roles that could be used in administrative development programs for prospective or new chairs?"

Having looked at our findings with respect to the profile of new community college (CC) chairs in Texas, now let us examine what the new chairs reported with respect to 59 role transition variables. These 59 transition variables were grouped into 16 categories, 2 anticipation categories and 14 encounter categories. (See Figure 3, p. 4) Here is the descriptive information we found in relationship to these sets of anticipation and encounter, role transition variables.

Prologue Skills and Knowledge - Prior Learning and Knowledge (Anticipation Variables-Stage 1)

To understand the information in Table 3, you also need to be looking at our questionnaire starting with question one in Part I (see Appendix B). As you can see from the

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Insert Table 3 about here

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mean (2.3) and mode (1.0) responses to our first question, new CC chairs reported very little formal learning to prepare themselves for the chair position. Taking credit courses, attending in-house workshops, or going to outside workshops on administrative issues, were activities only used to a "slight extent" by a majority of the respondents (36 or 61%). By far the most frequently mentioned activities by which these new CC chairs learned their roles was via "informal, self-guided activities" or from "prior work experiences." To a great extent these new chairs reported informally learning their roles via previous administrative duties, serving on committees, reading books and journals, and by observing role models. (Xs = 3.6 and 3.4) They reported that their previous task demands, role demands, and interpersonal relationships to a great extent helped them to prepare for the demands of a chair. (X = 3.7, 4.2, 4.2).

Encounter Variables (Stage 2)

Tables 4-10 contain information on how new CC chairs continued to learn their roles once they were placed in this position. In Table 4, it can be seen that chairs continued to "strongly agree" their orientation was "informal and individualized" within the ongoing work of their unit (X = 4). Within this same content they tended to "strongly disagree" that their orientation was "sequential, orderly, or provided by their predecessors" (X = 2.4). They did however tend to perceive the "established members" of their units as accepting as opposed to challenging their abilities to do the job, (X = 4.2, mean and mode were reversed here).

Insert Table 4 about here

Data reported in Table 5 should help prospective new two-year community college chairs understand what unexpected events or surprises they might expect in the chair's role. The greatest shock or unexpected activity reported was the "Amount of paperwork" involved in the new role (X = 3.3 for variable STB). Twenty-seven (17+10) of the 59 chairs gave this area either the highest rating (5) or second highest rating (4). The other two shock areas were found to be "the large amount of time administrative duties consumed" and "becoming a 'public figure' with constant interruptions."

Insert Table 5 about here

In Stewart's "General Model of Role Transitioning" in the Encounter (Stage 2) phase, "Learning facilitators" are defined as "Organizational Milieu" and "Role Set" variables (see Figure 3, p. 4). Table 6 portrays the new chairs' views or their "organizational milieu." The new chairs tended to "disagree" that the "structural fragmentation of the organization" made it difficult to locate answers (X = 2.8) or that the "political infrastructure" hindered learning. (X = 2.8 and X = 2.8) They tended to feel that once in their positions "risk taking" was not greatly encouraged (X = 2.9) and that "equipment and material resources needed to learn their jobs" were not ample and easily accessible (X = 2.7). On a positive note, they

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Insert Table 6 about here

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tended to agree that "knowledge and skills are generously shared" among members of the college. The organizational milieu appears to be a mixed bag when it comes to being supportive of the chairs learning their roles.

The mean responses of new CC chairs shown in Table 7 suggest that these chairs tended to be somewhat satisfied with the "support", "on the job learning experiences", "positive experiences", and "performance feedback" they had received in their new position (Xs = 3.6, 3.9, 4.1, 3.6). However, on only one out of four of these items in Table 7 did the chairs' responses fall in the strongly agree range. We are curious as to why more new chairs are not responding that their first and second year experiences are not more satisfying. We want to develop pre-chairmanship materials that will lead to new chairs feeling "even more satisfied" with their leadership roles than what was reported in Table 7 of this investigation.

Insert Table 7 about here

Earlier we saw that new Texas two-year chairs reported their learning of the chair's role, prior to assuming the chairmanship, was more likely to be informal rather than formal and more likely to be self-guided than formal. We found those patterns of more "informal" and "discovery" or "self-directed" learning tended to be the more frequently used methods of learning once on the job. In Table 8, the most often used method of learning on the job was reported to be

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Insert Table 8 about here

"By doing" (X = 4.7), followed by "consulting with a superior in the organization" (X = 4.0). Other popular learning strategies appear to also be of an informal or discovery nature, i.e., "talking to peer experts inside the institution (X = 3.5)" or "reading books, magazines, and manuals" (X = 3.6).

Clearly, the least used method of learning by new CC chairs is via the "formal" learning strategy "taking a university sponsored course for credit" as a formal way of learning how to perform once in their new positions (X = 1.5). Thirty-nine (39) of the new CC chairs reported having "never" taken a university course after their appointment to learn their new roles and another 11 individuals said they "rarely" have taken a credit course at a university to learn more about their roles. This last finding suggests perhaps a new challenge for community college educators located in university settings. Are the new chairs in Texas not taking our courses on "community college administration or leadership" in Texas because: (1) their community colleges are not within driving distance of a university, (2) the right courses are not offered, (3) the costs are too high in terms of money and time, (4) they are unaware of the university courses that would help them with their new roles, or (5) their own superiors or colleagues do not encourage them to take a course or two. If this last finding tends to be true in other states, it appears to us that "community college education programs" are missing a real opportunity to help educate and serve a very important group of community college leaders.

Another set of "Encounter" (Stage 2) variables, are related to the chair's "Mastery of Demands" in the "General Model of Role Transitioning" (see Figure 3, p. 4). Once the new chair has assumed his or her position, he/she will need to master a number of demands related to "tasks,", "role" responsibilities, and "interpersonal relationships." The "Texas CC chairs" mean

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responses in Table 9 show that they expressed a great deal of confidence in completing and performing their task demands. In all cases, a majority of the 59 chairs "strongly agreed (responding with a 4 or 5 responses)" that they could "complete most tasks without assistance," "knew how to perform their jobs", "knew the tasks that they must perform", "could judge which projects were really important," and "knew how to prioritize their assignments" (Xs = 3.8, 4.3, 4.5, 4.4, and 4.3). One wonders if the confidence level after one or two years in the role could have been any higher than this if these same chairs had had more or better formal and informal learning experiences prior to or during their first year or two in their new positions? We hope to eventually develop some formal learning experiences that will result in significantly higher levels of new chair satisfaction with their roles, task performance, and "interpersonal relationships."

Insert Table 9 about here

As one can see from Table 9, the 59 new Texas CC chairs were not as confident about knowing what rules or other factors were <u>really</u> valued in getting ahead in their departments (Xs = 3.8 and 3.7). They were also less sure about "What the reward system was" in their department (X = 3.4).

With respect to their views on inter-personal relationships, the new Texas chairs tended to show a good deal of confidence in this area. They were in "fairly strong agreement" that they knew: (1) who could give them answers, (2) who was interested in helping them, (3) who they could go to when they wanted to get something done, (4) who were their most respected colleagues, and (5) who had the power to get things done (Xs = 4.0, 4.2, 4.2, 4.2). It may be that

this particular finding points to one of the first qualities a dean looks for in a new, two-year college chair, i.e., their ability to get along with a wide range of people. This may be an area where new chairs need the least amount of preparation for their new roles.

How are the new CC chairs adapting to their roles in Texas community colleges? If we were to find that they were adapting very well, then there would perhaps be very little need to continue this research to assist chairs in learning their new roles.

Fortunately, we found that the chairs' perceptions of their "Adaptation Activities (Stage 3)" (see Figure 3, p. 4), proved to be a mixed bag. In Table 10, we can see that in terms of "Organizational Signals", there was a fairly strong tendency for the 59 chairs to "strongly agree" that they had received a "favorable performance evaluation" (X = 4.2). Twenty-two (37.3%)

Insert Table 10 about here

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circled the highest possible response, a "5", related to their performance evaluations, and another 26 (44.1%) circled a "4" response, indicating that they too "agreed" that they had had a favorable performance evaluation. However, 11 chairs circled a three (3) for this item, indicating that they were having difficulty deciding whether or not they had had a "favorable performance evaluation". Could these 11 individuals have had a more positive evaluation if they had been better prepared for their roles? We think they might have and that is why we plan to continue our research into: (1) how chairs learn their roles and (2) what learning experiences they could have, before and/or during their tenure, that would improve their outlook and their performance.

The two year college chairs that we surveyed, tended to not see themselves as 'insiders" (X = 2.4), nor did a majority of them report receiving an "award or other recognition" for their work. (Xs = 2.4 and 2.5)

As we look at some other "incumbent signals" in our research, is it a positive finding that 36% percent (21) of the community colleges chairs that we surveyed "agreed" (4) or "strongly agreed(5)" that they "often thought about returning to a faculty position" (X = 2.8)? We think not! Also, is it healthy for community colleges to have a "majority" of their new chairs saying they are essentially "neutral" or that they "would not recommend" to others that they assume a chair position. In our study, 62.7% or 37 of our 59 new Texas chairs responded that they were either "neutral (17)", "disagreed (13)", or "strongly disagreed (7)" that they would recommend that others assume a chair position. Is this the way new chairs should view their roles in two-year colleges? We think not!

Summary

This paper presents the partial findings of our research related to the first of five research questions. We have been able to provide a profile of the 59 new (1995-96) department/division chairs in Texas with respect to selected background and role transition variables. In future papers and articles, we will attempt to provide a similar profile for new (1995-96) senior institution (four-year) chairs in Texas. We will also attempt to answer the other four research questions that appear in this paper. As a result of the next stages of this research, the authors hope to meet two other purposes:

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1. to gain an understanding of the role transitioning process into the chair position from a learning perspective based on the perceptions of new department/division chairpersons; and,
2. to suggest methods and processes that might facilitate role transitioning of new, first time department/division chairs in institutions of higher education.

We have already begun to analyze our data with respect to how new, two-year college, chair perceptions differ from their new counter parts' perceptions in Texas senior institutions of higher education. We have found for example that in Texas, at least, there are some significant differences between the perceptions of new two-year and four-year college chairs as to how they learned their roles. New two-year college chairs reported rely on "self-guided" study to a greater extent to prepare for their roles than did the 44 new, four-year college chairs in our study. This initial finding may eventually lead to the conclusion that the role transitioning process for four year college and university chairs is significantly different than the process found in community colleges. This would lead us to different models for accurately depicting the process of role transitioning of new department/division chairs in higher education institutions.

In any case we hope to have a more complete report on this research for you next year, and answers to the other four questions in this investigation, particularly with respect to research question number 5:

RQ5: Does the "Model of Role Transitioning: Adaptation through Learning" adequately reflect the process of role transitioning of department/division chairs appointed in the 1995-96 academic year in institutions of higher education in Texas (Ho_6)?

Ho_6: Other models would more accurately depict the process of role transitioning of new department/division chairs.

Since a model is specified (see Figure 4), the goal of this analysis will be confirmatory rather than exploratory (Ullman, 1996). Explanatory (endogenous) variables are depicted by squares, while instrumental (endogenous and exogenous) variables are enclosed in circles. Endogenous variables are those whose values do not depend on other variables, while exogenous variables are those whose values depend on the values of other explanatory variables. Arrows indicate the anticipated relationships between and among variables in Figure 4.

Insert Figure 4 about here

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Table 1 - Background Characteristics of Newly Appointed, 1995-96, Texas Community College Department/Division Chairs (N = 59)

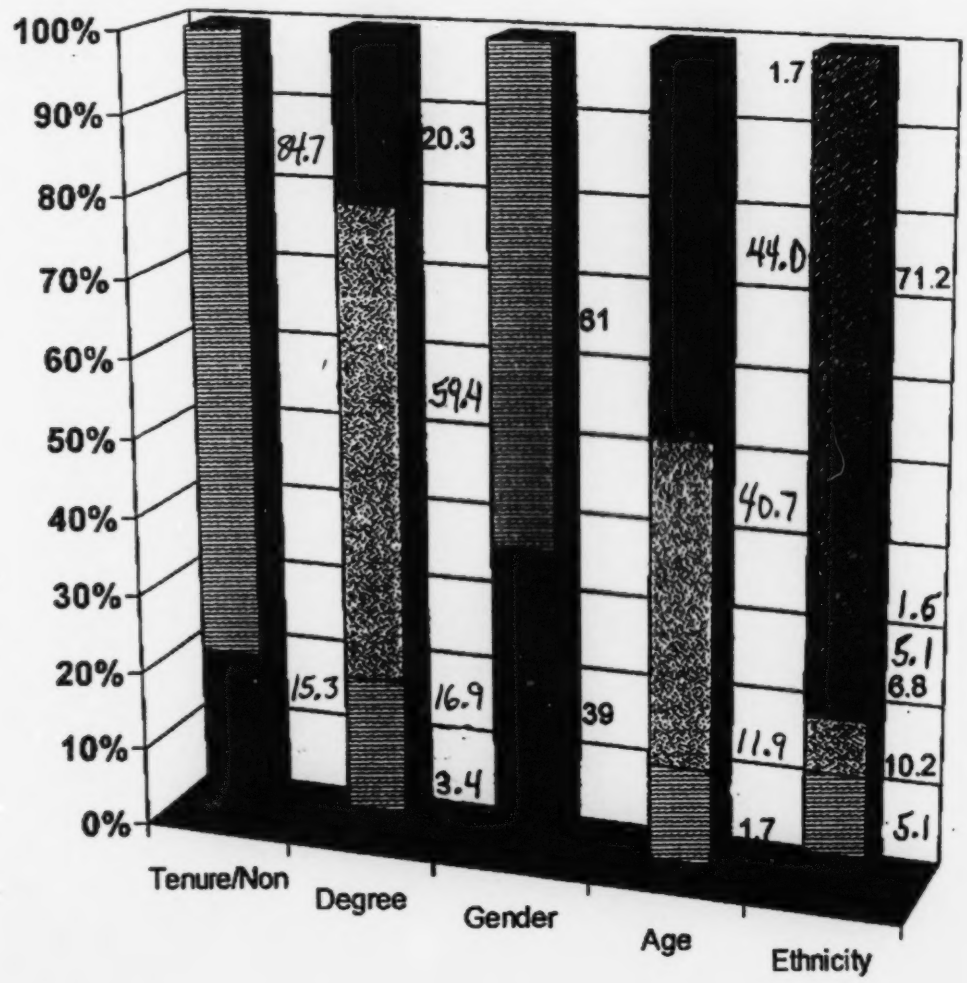

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Table 2 - Additional Background Characteristics of Newly Appointed, 1995-96, Texas Community College Department/Division Chairs (N = 59)

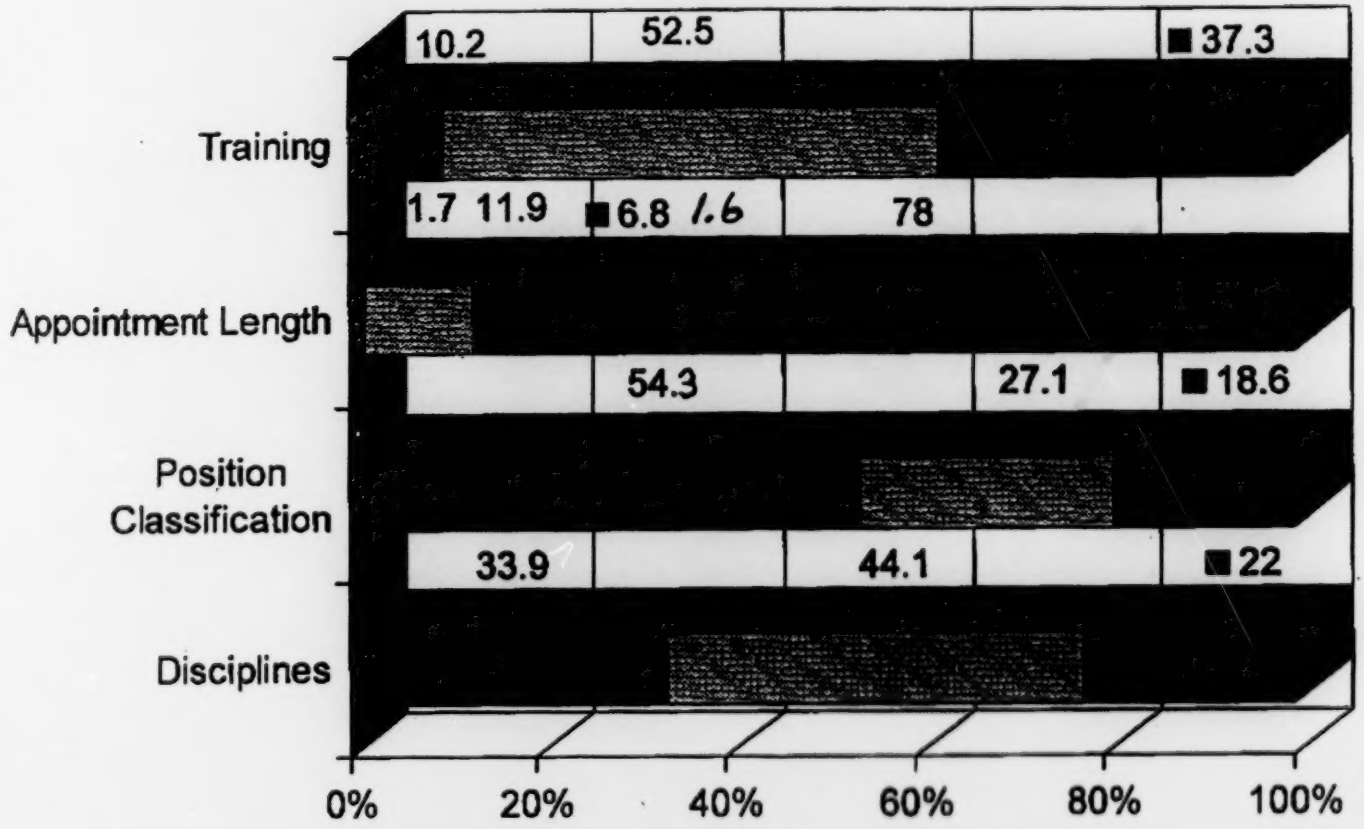

Table 3 - Mean Responses of New Community College Chairs Regarding Prior Learning (PL) and Prior Work Experience Variables (PW) (N = 59)

Variables	X	Mode	s.d.
Prior Learning (PL)			
PLF (1a)	2.3	1.0	1.4
PLI (1b)	3.6	4.0	1.2
PLD (1c)	3.4	4.0	1.3
Prior Work Experience			
PWT (2a)	3.7	4.0	1.2
PWR (2b)	4.2	4.0	0.8
PWP (2c)	4.2	5.0	.8

Table 4 - Mean Responses of New Community College Chairs Regarding Their Orientation (O) Activities (Framing and Familiarization) (N = 59)

Variables	X	Mode	s.d.
Framing			
OFR (3a)	4.0	5.0	1.0
OFM (3b)	2.4	2.0	1.1
OFL (3c)	4.2	5.0	1.2

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Table 5 - Mean Responses of New Community College Chairs Regarding The "Reality Shock" Which They Experienced Once On The Job (N = 59)

Variables	X	Mode	s.d.
Reality Shock			
STA (4a)	3.2	4.0	1.3
STB (4b)	3.3	5.0	1.4
SRC (4c)	3.2	2.0	1.3
SRD (4d)	2.3	2.0	1.2
SPE (4e)	2.8	1.0	1.1
SPF (4f)	2.8	3.0	1.3

Table 6 - Mean Responses of New Community College Chairs Regarding Their Views On The Organizational Milieu (N = 59)

Variables	Mean	Mode	s.d.
Learning Facilitators			
Organizational Milieu			
FOA (5a)	2.8	2.0	1.3
FOB (5b)	2.8	4.0	1.2
FOC (5c)	2.9	3.0	1.2
FOD (5d)	3.3	4.0	1.1
FOE (5e)	2.7	3.0	1.0

Table 7 - Mean Responses of New Community College Chairs Regarding Their Views On Being Satisfied With Their New "Role Set" (N= 59)

Variables	Mean	Mode	s.d.
Learning Facilitators			
Role Set			
FPA (6a)	3.6	4.0	1.0
FPB (6b)	3.9	4.0	0.7
FPC (6c)	4.1	4.0	0.8
FPD (6d)	3.6	4.0	1.2

Table 8 - Mean Responses of New Community College Chairs In Texas Regarding How Frequently They Used Certain Methods To Learn How To Perform Their Jobs (N = 59)

Variables	Mean	Mode	s.d.
Workplace Learning			
Formal			
WFA (7a)	1.5	1.0	0.8
WFB (7b)	2.9	3.0	1.3
WFC (7c)	2.8	1.0	1.4
WFD (7d)	2.5	1.0	1.3
Informal			
WIE (7e)	3.0	4.0	1.3
WIF (7f)	4.0	4.0	0.8
WIG (7g)	3.5	4.0	1.0
WIH (7h)	2.7	3.0	1.2
Discovery			
WDI (7i)	3.1	4.0	1.1
WDJ (7j)	3.6	4.0	1.1
WDK (7k)	4.7	5.0	0.5
WDL (7l)	2.9	3.0	1.0

Table 9 - Mean Responses of New Texas Community College Chairs Regarding How They Approach and Complete Their Task Demands (N = 59)

Variables	Mean	Mode	s.d.
Mastery of Demands			
Tasks			
MTA (8a)	3.8	4.0	1.0
MTB (8b)	4.3	4.0	0.6
MTC (8c)	4.5	4.0	0.5
MTD (8d)	4.4	5.0	0.7
MTE (8e)	4.3	4.0	0.7
Role			
MRA (9a)	3.8	4.0	0.8
MRB (9b)	3.7	4.0	0.8
MRC (9c)	3.4	4.0	1.2
MRD (9d)	4.1	4.0	0.6
MRE (9e)	4.0	4.0	0.9
Interpersonal Relationships			
MPA (10a)	4.0	4.0	0.9
MPB (10b)	4.2	4.0	0.7
MPC (10c)	4.2	4.0	0.6
MPD (10d)	4.2	4.0	0.7
MPE (10e)	4.2	4.0	0.7

Table 10 - Mean Responses of New Texas Community College Chairs Regarding How They Perceive Their "Adaptation Activities" To Their New Roles (N = 29)

Variables	Mean	Mode	s.d.
Adaptation			
Organizational Signals			
AOA (11a)	3.6	4.0	1.2
AOB (11b)	2.4	2.0	1.2
AOC (11c)	2.5	1.0	1.4
AOD (11d)	4.2	4.0	0.7
Incumbent Signals			
APE (11e)	3.1	3.0	1.2
APF (11f)	3.8	5.0	1.4
APG (11g)	2.8	1.0	1.4
APH (11h)	4.2	5.0	0.9

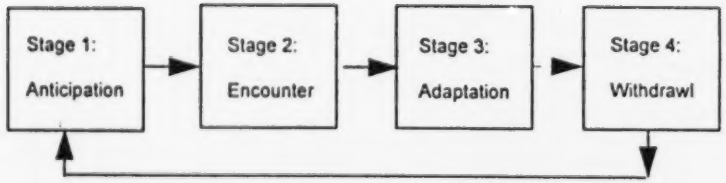

Figure 1. A generic representation of the theoretical stages of workplace socialization.

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Figure 2. Stages of workplace socialization applicable to this study.

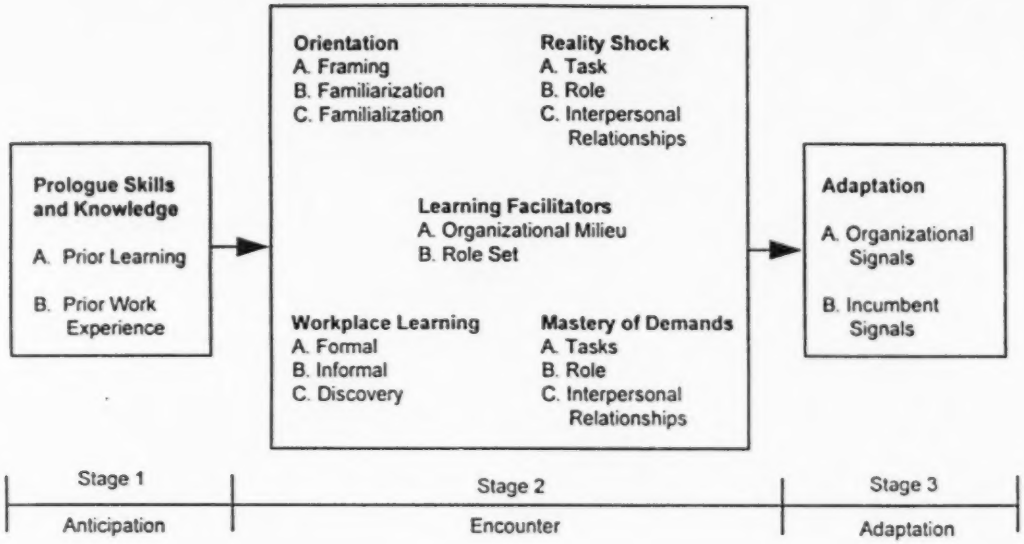

Figure 3. General Model of Role Transitioning: Adaptation through Learning defined with variable sets (in bold) and variable subsets (A, B, C).

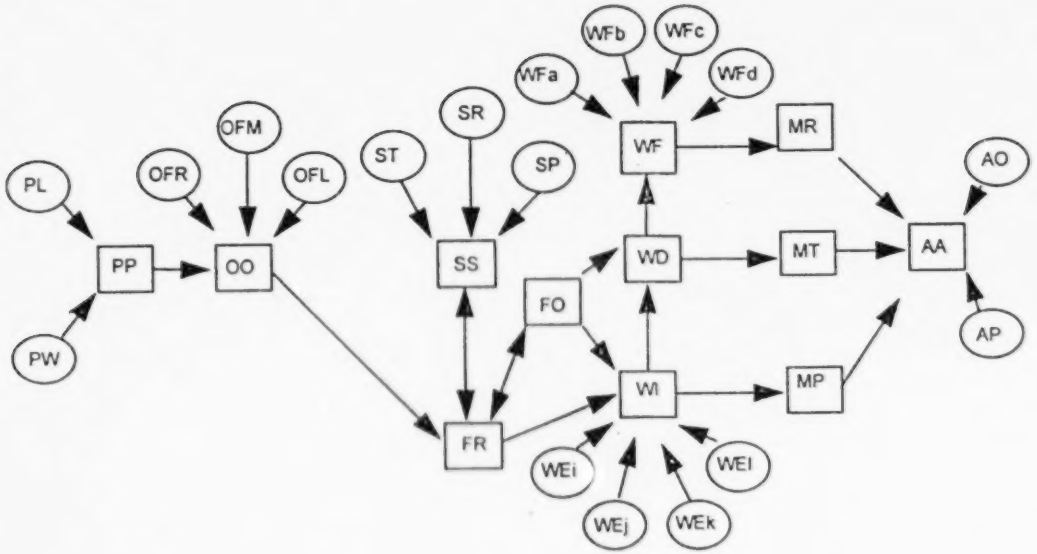

Figure 4. Path Analysis of the General Model of Role Transitioning: Adaptation through Learning.

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APPENDIX A

CODING OF VARIABLES

Listing of Variables, Codes and Type

Variable Set	Variable subset	Items	Coding	Type
Prologue Skills & Knowledge	[Grand Mean]	1a + 1b + 1c	PP	con
	Prior Learning	1a + 1b + 1c	PL	con
	A. Formal	1a. Classes	PLF	con
	B. Informal	1b. Committees	PLI	con
	C. Expeditious	1c. Reading	PLE	con
	Prior Work Experience	2a + 2b + 2c	PW	con
	A. Task	2a. Preparing Reports	PWT	con
	B. Role	2b. Attitudes & Behaviors	PWR	con
	C. Interpersonal	2c. Relationships	PWP	con
Orientation	[Grand Mean]	3a + 3b + 3c	OO	con
	A. Framing	3a. Informal/Individualized	OFR	con
	B. Familarization	3b. Orderly/Sequential	OFM	con
	C. Familialization	3c. Established Members	OFL	con
Reality Shock	[Grand Mean]	4a + 4b + 4c + 4d + 4e +4f	SS	con
	A. Tasks	4a + 4b	ST	con
		4a. Administrative Duties	STa	con
		4b. Paperwork	STb	con
	B. Role	4c + 4d	SR	con
		4c. Public Figure	SRc	con
		4d. Change Relationships	SRd	con
	C. Interpersonal	4e + 4f	SP	
		4e. Office Staff	SPe	con
		4f. Boundary Role	SPf	con

Learning Facilitators	[Grand Mean]	7a + 7b + 7c + 7d + 7e + 6a + 6b + 6c + 6d	FF	con
	A. Organizational Milieu	7a + 7b + 7c + 7d + 7e	FO	con
		7a. Structure	FOa	con
		7b. Infrastructure	FOb	con
		7c. Risk Taking	FOc	con
		7'd. Knowledge shared	FOd	con
		7e. Adequate Resources	FOe	con
	B. Role Set	6a + 6b + 6c + 6d	FP	con
		6a. Support	FPa	con
		6b. Learning Experiences	FPb	con
		6c. Positive Experiences	FPc	con
		6d. Feedback	FPd	con
Workplace Learning	[Grand Mean]	7a + 7b + 7c + 7d + 7e + 7f + 7g + 7h + 7I + 7j + 7k + 7l	WW	con
	A. Formal	7a + 7b + 7c + 7d	WF	con
		7a. Credit	WFa	con
		7b. In-house	WFb	con
		7c. Outside	WFc	con
		7d. Teleconference	WFd	con
	B. Informal	7e + 7f + 7g + 7h	WI	con
		7e. Mentor	WIe	con
		7f. Consult Superior	WIf	con
		7g. Peers Inside	WIg	con
		7h. Networking	WIh	con
	C. Discovery	7I + 7j + 7k + 7l	WD	con
		7i. Reading	WDi	con
		7j. Role Model	WDj	con
		7k. By Doing	WDk	con
		7l. Not Said/Done	WDl	con

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Mastery of Demands	[Grand Mean]	8a + 8b + 8c + 8d + 8e + 9a + 9b + 9c + 9d + 9e + 10a + 10b + 10c + 10d + 10e	MM	con
	A. Tasks	8a + 8b + 8c + 8d + 8e	MT	con
		8a. W/O Assistance	MTa	con
		8b. Perform Job	MTb	con
		8c. Tasks Must Perform	MTc	con
		8d. Important Projects	MTd	con
		8e. Prioritize	MTe	con
	B. Role	9a + 9b + 9c + 9d + 9e	MR	
		9a. Really Valued	MRa	con
		9b. Getting Ahead	MRb	con
		9c. Reward System	MRc	con
		9d. Acceptable Image	MRd	con
		9e. Informal Rules	MRe	con
	C. Interpersonal	10a + 10b + 10c + 10d + 10e	MP	con
		10a. Who Answer	MPa	con
		10b. Who Give Help	MPb	con
		10c. Who Get Done	MPc	con
		10d. Who Respected	MPd	con
		10e. Who Has Power	MPe	con
Adaptation	[Grand Mean]	11a + 11b + 11c + 11d + 11e + 11f + 11g + 11h	AA	con
	A. Organizational Signals	11a + 11b + 11c + 11d	AO	con
		11a. Committees	AOa	con
		11b. Not Insider	AOb	con
		11.c Award	AOc	con
		11d. Good Evaluation	AOd	con
	B. Role Set	11e + 11f + 11g + 11h	AP	con
		11e. Recommend Chair	APe	con
		11f. End Up Here Again	APf	con
		11g. Return To Faculty	APg	con
		11h. Challenging Work	APh	con

Profile	A. Institution	12. Carnegie	INCAR	cat
		13. Department Degree	INDEG	cat
		14. Discipline Type	INDIS	cat
		17. Position Classification	INPOS	cat
		17. Length of Appointment	INAPP	cat
		18. Training Policy	INTRG	cat
	B. Respondent	16. Year Appointed	CHYR	cat
		19. Comfortable as Chair	CHCOM	cat
		20. Tenure Status	CHTEN	cat
		21. Degree	CHDEG	cat
		22. Gender	CHSEX	cat
		23. Age	CHAGE	cat
		24. Ethnicity	CHRAC	cat

con = continuous variables
cat = categorical variables

APPENDIX B

THE INSTRUMENT

Transitioning into the Department/Division Chair Position

Introduction: The questionnaire is intended to develop an understanding of how new chairs go about learning their role.

The questionnaire contains 25 questions and is divided into three parts:

- Part I: Transitioning into the Chair Position
- Part II: Supplemental Data
- Part III: Comments

Some of the material contained in this instrument is copyrighted, therefore, please, do not duplicate the instrument without prior permission. If you would like a copy of the questionnaire, please contact the Project Researcher.

Please note: There are questions on both the front and back of each page.

PART I: TRANSITIONING INTO THE CHAIR POSITION

Instructions: For Questions 1 through 12, scales have been provided for each question to which you have been asked to respond. Circle the number that best represents your opinion or experience. Mark only one response alternative to each question.

1. To what extent did you use each of the following modes of learning to prepare yourself for the chair position?

Scale

Slight Extent 1— 2— 3— 4— 5 Great Extent

a. Formally e.g., taking credit courses pertaining to academic administration or attending in-house workshops or outside conferences pertaining to administrative issues..	1 2 3 4 5
b. Informally ("On-the-Job") e.g., taking on administrative management duties or serving on committees to learn about academic administration.	1 2 3 4 5
c. Self-Guided e.g., by engaging in activities such as: reading books and journals pertaining to academic administrative work or observing role models.	1 2 3 4 5

2. To what extent did your prior work experience prepare you for the task, role, and interpersonal demands of the chair position?

Scale

Slight Extent 1— 2— 3— 4— 5 Great Extent

a. Task Demands e.g., preparing reports, budgeting, accessing organizational databases	1 2 3 4 5
b. Role Demands e.g., attitude, behaviors, and values expected of individuals holding a chair position	1 2 3 4 5
c. Interpersonal Relationship Demands e.g., relationships with superiors, faculty, and other organizational members	1 2 3 4 5

3. Indicate your agreement of disagreement to the following statements.

Scale

Strongly Disagree 1— 2— 3— 4— 5 Strongly Agree

a. My orientation was informal and individualized within the ongoing work content of the department/division.	1 2 3 4 5
b. My orientation was sequential, orderly, and provided by my predecessor.	1 2 3 4 5
c. The established members of the department/division were not very accepting and seemed to challenge my ability to do the job.	1 2 3 4 5

4. Once on the job, to what extent were the following aspects of the chair position unexpected–a surprise?

Scale

Slight Extent 1— 2— 3— 4— 5 Great Extent

a. The large amount of time administrative duties consume.	1 2 3 4 5
b. The large amount of paperwork involved in the job.	1 2 3 4 5
c. Becoming a "public figure" with constant interruptions.	1 2 3 4 5
d. A change in relationship with former faculty colleagues.	1 2 3 4 5
e. Supervising office staff.	1 2 3 4 5
f. The pressure of being in a boundary role between faculty and upper echelon.	1 2 3 4 5

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5. Please indicate your agreement or disagreement with the following statements.

Scale

Strongly Disagree 1— 2— 3— 4— 5 Strongly Agree

a. The structural fragmentation of the organization makes it difficult to locate the person who can answer my questions.	1	2	3	4	5
b. The political infrastructure is not conducive to learning what is expected in this job.	1	2	3	4	5
c. Risk taking is encouraged and mistakes seen as learning experiences.	1	2	3	4	5
d. Knowledge and skills are generously shared among organizational members.	1	2	3	4	5
e. Equipment and material resources needed to learn this job are ample and easily accessible.	1	2	3	4	5

6. Please indicate your agreement or disagreement with the following statements.

Scale

Strongly Disagree 1— 2— 3— 4— 5 Strongly Agree

a. I am satisfied with the support I have received on the job.	1	2	3	4	5
b. I am satisfied with my learning experiences on the job.	1	2	3	4	5
c. Generally, I have had positive experiences on the job.	1	2	3	4	5
d. I am satisfied with the feedback I have received about my performance on the job.	1	2	3	4	5

7. Since your appointment as chair, how frequently have you used the following methods to learn how to perform your job?

Scale

1——— 2——— 3——— 4——— 5

Never Rarely Sometimes Often Always

a. Taking university sponsored courses for credit.	1	2	3	4	5
b. In-house workshops on management/administration.	1	2	3	4	5
c. Outside seminars/conferences on management/administration.	1	2	3	4	5
d. Attending teleconferences.	1	2	3	4	5
e. Having a mentor to provide guidance.	1	2	3	4	5
f. Consulting with a superior in the organization.	1	2	3	4	5
g. Talking to peer experts inside the institution.	1	2	3	4	5
h. Networking with colleagues outside the institution.	1	2	3	4	5
i. Reading books, journals, and manuals.	1	2	3	4	5
j. Observing a role model(s).	1	2	3	4	5
k. By doing.	1	2	3	4	5
l. By what is not said and not done.	1	2	3	4	5

8. Please respond to the following statements regarding the task demands of the chair position.

Scale

Strongly Disagree 1— 2— 3— 4— 5 Strongly Agree

a. I can complete most of my tasks without assistance.	1	2	3	4	5
b. I know how to perform my job in this department.	1	2	3	4	5
c. I know the tasks I must perform on my job.	1	2	3	4	5
d. I can judge which projects are really important.	1	2	3	4	5
e. I know how to prioritize assignments.	1	2	3	4	5

9. Indicate you agreement or disagreement with the statements below regarding the role demands of the chair position.

Scale

Strongly Disagree 1— 2— 3— 4— 5 Strongly Agree

a. I know what is really valued in the department to get ahead.	1	2	3	4	5
b. I know what the rules are for getting ahead in my department.	1	2	3	4	5
c. I know what the reward system is for my department.	1	2	3	4	5
d. I know what the acceptable image is for my department.	1	2	3	4	5
e. I know the informal rules, policies, and procedures of my department.	1	2	3	4	5

10. Please respond to the following statements regarding the interpersonal relationship demands of the chair position.

Scale

Strongly Disagree 1— 2— 3— 4— 5 Strongly Agree

a. I know who is likely to be able to answer my questions correctly.	1	2	3	4	5
b. I know who is interested in helping me.	1	2	3	4	5
c. I know whom to go to when I want to get something done.	1	2	3	4	5
d. I know who is respected around here.	1	2	3	4	5
e. I know who has the power to get things done around here.	1	2	3	4	5

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11. Having held the position for a period of time, please indicate your agreement or disagreement to the following statements.

Scale

Strongly Disagree 1—2—3—4—5 Strongly Agree

a. I've been placed on prestigious organization-wide committees..	1	2	3	4	5
b. I'm still not seen as an "insider" when it comes to being privy to organizational "secrets."	1	2	3	4	5
c. I've received an award or other recognition for my work as chair.	1	2	3	4	5
d. I've received a favorable performance evaluation.	1	2	3	4	5
e. I would recommend to others to assume a chair position.	1	2	3	4	5
f. I wouldn't mind ending up in this job again.	1	2	3	4	5
g. I often think about returning to a faculty position.	1	2	3	4	5
h. The work is challenging and fulfilling.	1	2	3	4	5

PART II: SUPPLEMENTAL DATA

Instructions: Questions 12 through 24 request supplemental data regarding the institution, department, and you. Mark the box of the alternative that best describes your situation. Mark only one response to each question.

12. Is your institution

- ☐ 1 Two-year institution
- ☐ 2 Four-year institution

13. What is the highest degree offered in your department?

- ☐ 1 Certificate
- ☐ 2 Associate Degree
- ☐ 3 Bachelor's Degree
- ☐ 4 Master's Degree
- ☐ 5 Doctorate

14. Which of the following best describes the disciplines/programs in your department?

- ☐ 1 Academic
- ☐ 2 Vocational/Technical
- ☐ 3 Hybrid of Academic and Vocational/Technical

15. What is the classification of the chair position?

- ☐ 1 Faculty with part-time administrative duties.
- ☐ 2 Administrative with part-time faculty duties.
- ☐ 3 Fulltime administrative.

16. In what academic year were you appointed as chair?

- ☐ 1 1994-95 or earlier
- ☐ 2 1995-96
- ☐ 3 1996-97 or later

17. What is the maximum term of appointment to the chair position? (For example, if your appointment is for a 3 year term and you can serve 2 terms, the maximum term of appointment to the chair position would be 6 years).

- ☐ 1 1 year
- ☐ 2 2 to 3 years
- ☐ 3 4 to 6 years
- ☐ 4 over 6 years
- ☐ 5 On-going/ no term limit

18. Which of the following statements best describes your department's policy regarding formal, on-going training/development for chairs?

- ☐ 1 It is required.
- ☐ 2 It is encouraged.
- ☐ 3 It is entirely on a voluntary basis.

19. How long did it take you to feel comfortable in your position as chair?

- ☐ 1 6 months
- ☐ 2 12 months
- ☐ 3 18 months
- ☐ 4 24 months
- ☐ 5 I still don't feel comfortable in this position.

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20. What is your status?

- ☐ 1 Non-tenured/lecturer (temporary)
- ☐ 2 tenured/recurring contract (permanent)

21. What is your highest degree?

- ☐ 1 Professional/Trade Certification/Licenser
- ☐ 2 Associate
- ☐ 3 Bachelor's
- ☐ 4 Master's
- ☐ 5 Doctorate

22. What is your gender?

- ☐ 1 Female
- ☐ 2 Male

23 What was your age when you were appointed chair?

- ☐ 1 29 or younger
- ☐ 2 30 - 39
- ☐ 3 40 - 49
- ☐ 4 50 - 59
- ☐ 5 60 or older

24. What is your ethnicity?

- ☐ 1 Asian
- ☐ 2 Black
- ☐ 3 Hispanic
- ☐ 4 Multi-ethnic
- ☐ 5 Native American
- ☐ 6 Other
- ☐ 7 White

PART III: COMMENTS

Instructions: This last section of the survey seeks input from you. Any additional information you are able to provide regarding your experiences in transitioning into the chair position, your learning experiences, or suggestions for facilitating the transition would be greatly appreciated. If you are elaborating on a question contained in the survey, please indicate the question number. In addition, you are encouraged to add any comments regarding this survey, i.e., structure, content, etc.

25.

THANK YOU FOR YOUR PARTICIPATION.

Please return your completed questionnaire by ***DATE***

to

Gloria Stewart, Project Researcher
Texas Tech University: Higher Education Program
Box 41071 Lubbock, Texas 79409-1071
Telephone: (806) 742-1997 extension 302/321
FAX (806) 794-5990

Would you like to receive the abstract from this study when completed? ☐ Yes ☐ No

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APPENDIX C

RETURN DATA ON DEPARTMENT/DIVISION CHAIRS

APPOINTED IN TEXAS IN 1995-96

Identification of Department\Division Chairs in Institutions of Higher Education in Texas

	Community Colleges				Senior Institutions			
	Return/Mailed	Total Number Chairs	Appointed 95-96	Appointed 96-97	Return/Mailed	Total Number Chairs	Appointed 95-96	Appointed 96-97
Single	19/25 (76%)	241	12	10	4/6 (67%)	114	13	8
Main	16/22 (73%)	216	11	9	1/1 (100%)	23	0	—
Branch	50/65 (77%)	489	76	20	30/32 (94%)	593	81	20
Extension	6/7 (86%)	15	0	1	4/5 (80%)	4	0	—
TOTAL	91/119 (76%)	961	99	40	39/44 (89%)	734	94	28

Note: Table percentages are rounded.

Summary of Returns:

Total Returned/Mailed	130/163 (79.75%)
Total Number Chairs	1695
Total Appointed 95-96	193
Total Appointed 96-97	68

95 - 96 Appointments

Total	193
Community Colleges	99 (51.29%)
Senior Institutions	94 (48.7%)

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